

Ford PAS State Standards Alignment Template

STATE:

FLORIDA

Media and Messages: Building a Foundation of Communication Skills (2)

Appropriate Grade Level: 9 ☒ 10 ☒ 11 ☐ 12 ☐

This document is intended for schools and program sites to use when aligning the Ford PAS curriculum to the Florida Curriculum Standards. It lists the national academic content standards that are taught and applied (in aqua boxes) in this module and the corresponding Florida Curriculum Standard(s) by learning expectations (in white boxes). Note that this document identifies the most significant national academic standards that are addressed in this module so it does not correspond exactly to the Module Learning Goals in the Module 2 Teacher Guide. In some instances, standards listed here combine the language of more than one national standard or the wording is slightly modified to correspond more closely to the module content. This document uses the same abbreviations and number/letter designations that are in the Module Learning Goals tables in the Teacher Guide. "No corresponding Florida Curriculum Standard" means no state standard was found to match the national academic content standard. In addition, the activities in the module where the specific academic content knowledge is addressed are identified in the last column.

ACADEMIC CONTENT STANDARDS TAUGHT AND ASSESSED IN *MEDIA AND MESSAGES*

ENGLISH LANGUAGE ARTS		
NCTE/IRA 4: Adjust spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Language Arts: Strand 3: Writing Process - Standard 5: Publishing: The student will write a final product for the intended audience.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.5.1	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
	LA.910.3.5.2	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
	LA.910.3.5.3	The student will sharing with others, or submitting for publication.
	Language Arts: Strand 5: Communication Standard 2: Listening and Speaking: The student effectively applies listening and speaking strategies.	

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	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.910.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
NCTE/IRA 5: Write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 1: Prewriting - The student will use prewriting strategies to generate ideas and formulate a plan.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
	LA.910.3.1.2	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
	LA.910.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
	Language Arts: Strand: Writing Process - Standard 2: Drafting - The student will write a draft appropriate to the topic, audience, and purpose.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
	LA.910.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
	LA.910.3.2.3	The student will draft writing by analyzing language techniques of professional authors (e.g.,

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		figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.
	Language Arts Strand: Writing Process: Standard 3: Revising - The student will revise and refine the draft for clarity and effectiveness.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
	LA.910.3.3.2	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;
	LA.910.3.3.3	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and
	LA.910.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
	Language Arts Strand: Writing Process - Standard 4: Editing for Language Conventions - The student will edit and correct the draft for standard language conventions.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
	LA.910.3.4.2	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
	LA.910.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
	LA.910.3.4.4	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
	LA.910.3.4.5	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

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	Language Arts Strand: Writing Process - Standard 5: Publishing - The student will write a final product for the intended audience.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.5.1	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
	LA.910.3.5.2	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
	LA.910.3.5.3	The student will sharing with others, or submitting for publication.
NCEE (Pitt) 1c: Read and comprehend informational materials and produce written or oral work that summarizes information.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Reading Process – Standard 7 – Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.	
	BENCHMARK CODE	BENCHMARK
	LA.910.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
NCEE (Pitt) 2a: Write a report appropriate for a purpose, audience, and context, with an organizing structure, appropriate facts and details, and a sense of closure.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 2: Drafting - The student will write a draft appropriate to the topic, audience, and purpose.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
	LA.910.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
NCEE (Pitt) 3a: Participate actively in one-on-one conferences or interviews with adults by initiating new topics, asking and answering questions, and confirming understanding by paraphrasing.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding Florida Curriculum Standard"	
NCEE (Pitt) 3b: Participate actively in group meetings, displaying appropriate turn-taking behaviors, offering and soliciting comments or opinions, responding appropriately, giving reasons, and expanding on responses when asked.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE	"No corresponding Florida Curriculum Standard"	

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STANDARDS:			
NCEE (Pitt) 3c: Prepare and deliver a presentation that shapes information to achieve a particular purpose and to appeal to the interests and knowledge of audience members.		MODULE 2 ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Communication: Standard 2: Listening and Speaking - The student effectively applies listening and speaking strategies.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);	
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and	
NCEE (Pitt) 3d: Make informed judgments about media productions, evaluating the role of the media in focusing attention and in forming opinions, and judging the extent to which the media are a source of entertainment as well as information.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Information and Media Literacy: Standard 3: Media Literacy - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.6.3.1	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
	LA.910.6.3.2	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and	
	LA.910.6.3.3	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.	
NCEE (Pitt) 3e: Listen to and analyze a public speaking performance, taking notes on salient information and accurately summarizing the speaker's remarks.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Communication - Standard 2: Listening and Speaking - The student effectively applies listening and speaking strategies.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
NCEE (Pitt) 4a: Habitually understand the rules of the English language in written and oral work, selecting appropriate structures and features of language and demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	

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STATE STANDARDS:	Strand: Writing Process: Standard 4: Editing for Language Conventions - The student will edit and correct the draft for standard language conventions.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);	
	LA.910.3.4.2	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;	
	LA.910.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
	LA.910.3.4.4	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
	LA.910.3.4.5	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.	
NCEE (Pitt) 4b: Analyze and revise work to clarify it or make it more effective in communicating the intended message for a particular purpose, audience, and context.			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Writing Process: Standard 3: Revising - The student will revise and refine the draft for clarity and effectiveness.		
	BENCHMARK CODE	BENCHMARK	
	LA.910.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
	LA.910.3.3.2	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	
	LA.910.3.3.3	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
NCEE (Pitt) 7a: Critique functional documents, demonstrating awareness of such strategies as visual appeal, the logic of the sequence in which directions are given, and anticipation of possible reader			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

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misunderstandings.		
STATE STANDARDS:	No Corresponding Florida Curriculum Standard	
NCEE (Pitt) 7b: Produce functional documents appropriate for an audience and purpose; organizing and conveying information and ideas accurately, including relevant details; anticipating readers' problems, mistakes, and misunderstandings; and employing effective word choices.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Writing Process - Standard 5: Publishing - The student will write a final product for the intended audience.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.5.1	The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
	LA.910.3.5.2	The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and
	LA.910.3.5.3	The student will sharing with others, or submitting for publication.
SOCIAL STUDIES		
NCSS 1b: Predict how information will be interpreted by different cultures.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida Curriculum Standard	
NCSS 9a: Explain how language, art, music, etc. facilitate global understanding or cause misunderstanding.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida Curriculum Standard	
BUSINESS		
NBEA: MKT 5: Develop, implement, and evaluate marketing research. 2008 NBEA: MKT 5: Analyze the role of marketing research in decision making.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
TECHNOLOGY		
ISTE 3.2: Use productivity tools to collaborate. 2008 ISTE 2a: Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

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STATE STANDARDS:		
ISTE 4.2: Use a variety of media and formats to communicate information and ideas. 2008 ISTE 2b: Communicate information and ideas effectively to multiple audiences using a variety of media and formats.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:		
ISTE 3.1: Use technology tools to enhance learning, productivity, and creativity. 2008 ISTE 6b: Select and use applications effectively and productively.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:		
CORE SKILLS		
EFF-NIFL/SCANS A1: READ WITH UNDERSTANDING: Determine reading purpose, select and adjust strategies, analyze and reflect on content, and integrate information with prior knowledge.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Strand: Reading Process: Standard 7: Reading Comprehension - The student uses a variety of strategies to comprehend grade level text.	
	BENCHMARK CODE	BENCHMARK
	LA.910.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
	LA.910.1.7.2	The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
	LA.910.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
	LA.910.1.7.4	The student will identify cause-and-effect relationships in text;
EFF-NIFL/SCANS A2: CONVEY IDEAS IN WRITING: Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 2: Drafting The student will write a draft appropriate to the topic, audience, and purpose.	
	BENCHMARK CODE	BENCHMARK

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	LA.910.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
	LA.910.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
	Strand: Writing Process - Standard 3: Revising The student will revise and refine the draft for clarity and effectiveness.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
	Language Arts Strand: Writing Process - Standard 4: Editing for Language Conventions The student will edit and correct the draft for standard language conventions.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
	LA.910.3.4.2	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
	LA.910.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
	LA.910.3.4.4	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
	LA.910.3.4.5	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
	EFF-NIFL/SCANS A3: INTERPRET AND CONVEY IDEAS VISUALLY: Interpret and construct visual representations, including symbols, pictures, graphs, blueprints, schematics, flowcharts, and concept maps.	
	MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Information and Media Literacy - Standard 1: Informational Text - The student comprehends the wide array of informational text that is part of our day to day experiences.	
	BENCHMARK CODE	BENCHMARK
	LA.910.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings,

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		captions, illustrations, graphs) aid the reader's understanding;
	LA.910.6.1.2	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
	LA.910.6.1.3	The student will use the knowledge to create a workplace, consumer, or technical document.
EFF-NIFL/SCANS A4: SPEAK SO OTHERS CAN UNDERSTAND: Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Communication - Standard 2: Listening and Speaking - The student effectively applies listening and speaking strategies.	
	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
	LA.910.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.910.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.910.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.910 5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
EFF-NIFL/SCANS A5: LISTEN ACTIVELY: Attend to oral communication, clarify purpose, use listening strategies, monitor comprehension, and integrate information with prior knowledge.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Communication - Standard 2: Listening and Speaking - The student effectively applies listening and speaking strategies.	
	BENCHMARK CODE	BENCHMARK
	LA.910.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

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EFF-NIFL/SCANS A6: OBSERVE CRITICALLY: Determine purpose; use appropriate strategies for attending to different types of media and monitoring comprehension; analyze accuracy, bias, and usefulness of information; and integrate information with prior knowledge.		MODULE ACTIVITIES		
		1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida Curriculum Standard			
EFF-NIFL/SCANS B2: SOLVE PROBLEMS AND MAKE DECISIONS: Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida Curriculum Standard			
EFF-NIFL/SCANS C1: COOPERATE WITH OTHERS: Interact with respect for others' ideas and contributions, seek and offer clear input, and adjust actions in order to jointly accomplish a task.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	No corresponding Florida Curriculum Standard			

SELECTED ACADEMIC CONTENT STANDARDS APPLIED THROUGHOUT *MEDIA AND MESSAGES*

ENGLISH LANGUAGE ARTS		
NCEE (Pitt) 4a: Appropriately use conventions and rules of English language.		
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 4: Editing for Language Conventions - The student will edit and correct the draft for standard language conventions.	
	BENCHMARK CODE	BENCHMARK
	LA.910.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
	LA.910.3.4.2	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
	LA.910.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
	LA.910.3.4.4	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and

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	LA.910.3.4.5	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
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